

**THE
ROLE OF TEACHERS
IN
EDUCATIONAL PLANNING
AND
DEVELOPMENT**

Address by

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District and State level. Shri M. H. Rao, Education Secretary, M. P. supported this approach and pointed out that teacher training institutions should provide educational leadership and demonstrate the effectiveness of institutional planning.

The staff members of the Regional College of Education, Bhopal, have adopted this approach and spent one week in the month of July in formulating the institutional plan for 1968-69. The experience of this planning has been extremely encouraging and many new ideas have come up. Individual staff members have displayed remarkable initiative and are happy with their participation in planning the work for the whole year. We are also preparing for National level and State level Seminars on Institutional Planning in the near future. The Education Commission has rightly observed that the existing facilities in educational institutions are not being fully utilised "This is a sad reflection on the efficiency of the educational system; and the general under-utilization which they represent in a developing economy like ours is tantamount to an unpardonable waste of scarce resources." The Commission has therefore recommended that the number of instructional days in a year should be increased to about 234 for schools and 216 for colleges. The utilization of these instructional days would be possible only with institutional planning done by the staff members. There is no escape from this challenge.

"Role of Teachers in Educational Planning and Development" is an extremely cogent and inspiring address which will make every reader enthusiastic. The presentation is remarkable and it imparts a new hope and optimism in the reader. There is no doubt that if this new approach is implemented with vigour, Indian education will be pulled out of the present morass in which it finds itself.

Regional College of Education, Bhopal

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Principal

THE ROLE OF TEACHERS IN EDUCATIONAL PLANNING AND DEVELOPMENT

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We now have experience of three Five-Year Plans and three Annual plans. From the point of view of teachers, it may be said that they have never been actively involved so far in the formulation and implementation of any of these plans. All the plans of these eighteen years were prepared at the State and national levels so that the agencies primarily involved in their preparation and implementation were the Planning Commission, the Ministry of Education, the Education Departments in the Secretariates of the State Governments and the Directorates of Education in the States. It is true that the universities have been preparing their own plans under the general guidance and assistance of the University Grants Commission. But barring this solitary exception, no educational institution or their teachers were ever intimately associated with

the formulation and implementation of plans. The average college, for instance, has hardly been involved in the process. The secondary and primary schools were not involved at all and were even ignorant of the main programmes taken up in the plans. Since the education process takes place in the classrooms, a truly effective educational plan cannot be prepared without the active involvement of teachers and cannot be implemented without their full and enthusiastic co-operation. It may, therefore, be said that this non-involvement of teachers in the preparation and implementation of educational plans is one of the major weaknesses in our system and unless it is effectively remedied, it will not be possible to promote the development of education in a big way.

The principle that teachers should be actively involved in the formulation and implementation of educational plans is unexceptionable and is accepted by all concerned. But its implementation in practice is held up on three main grounds. The first is that we have not yet been able to visualise and create the institutional machinery which will enable all teachers to effectively participate in the formulation and implementation of educational plans. The second is that there are several divisions in the ranks of the teachers which weaken the profession and diminish its capacity for active participation in this programme; and the third is the general unconcern which the teachers themselves have shown so far in problems of educational planning and development and their failure to develop the necessary expertise and leadership. All these three weaknesses will have to be overcome if teachers are to assume leadership in educational planning and development and thereby benefit education as well as improve their own status.

THE ADOPTION OF A BROAD-BASED AND DECENTRALISED PLANNING PROCESS

The present system of educational planning is top heavy and resembles an inverted pyramid because most of the planning is done at the national and state levels only. It is necessary to decentralise and broad-base this planning process by the preparation of plans at two other levels—district and institution. The best results can be obtained only if an integrated process of planning at these four levels is evolved and planning descends from the top as well as arises from below.

I. INSTITUTIONAL PLANNING : The base of this new planning process will be provided by the institutional plans. I refuse to believe that one institution can be just like any other. On the other hand, I think that each educational institution should have a unique personality of its own—like every individual student. The administrative system should therefore be such that each institution will be encouraged and assisted to plan its own individual development on the best lines possible.

The institutional plans will have several advantages. They emphasise programmes of qualitative improvement and, as these will have to be increasingly emphasised in the year ahead, institutional plans will have to be an inescapable component of the planning process of the future. They will make it possible to involve not only teachers, but also parents and even students effectively in the planning process ; and what is more important, they will provide adequate scope for initiative, creativity, freedom and experimentation by teachers. They will also emphasise human effort rather than expenditure and thus serve

to reduce the expenditure-orientation which our plans have acquired in the past.

It is necessary to develop a proper technique of preparing institutional plans. There is a real danger that the institutional plans may degenerate into 'charters of demands' which will be beyond the capacity of any Government to meet. This will have to be avoided and the institutional plans will have to be prepared as 'programmes of action' which the schools can undertake within their present available resources or with such additions to them as are immediately practicable. In fact, planning at the institutional level can begin with the question : *What can you do even within the available resources or with some small feasible additions to them ?* This question is rarely asked. But when one studies institutions closely, one finds that there is an infinite number of things which every institution can do even within the available physical and financial resources, if it can bring in a sense of duty, a lively imagination and hard work to bear upon the problem. For preparing institutional plans, therefore, it is this approach that has to be emphasised. As the Education Commission has said :

Even within its existing resources, however limited they may be, every educational institution can do a great deal more, through better planning and harder work, to improve the quality of education it provides. In our opinion, therefore, the emphasis in this movement should be, not so much on physical resources, as on motivating the human agencies concerned to make their best efforts in a coordinated manner for the improvement of education, and thereby offset the shortcomings in the physical resources. There are a large number of programmes which an educational institution can undertake on the basis of human effort and in spite of paucity of physical resources. These include : reduction in stagnation and wastage; improvement of teaching methods; assistance to retarded students; special attention to gifted students; enrichment of curricula; trying out new techniques of work; improved method of organising the instructional programme of the school; and increasing

the professional competence of teachers through programmes of self-study. It is the planning and implementation of programmes of this type that should be emphasised.

There is nothing new in this idea of institutional plans. There are a number of good schools which prepare and implement their own plans of development even now. In fact, an important criterion of a good school is that it does so. What is proposed here is that this process which is now confined to a few institutions and is entirely optional, should become general and be resorted to by all educational institutions.

What are the steps needed to introduce a system of institutional plans in a State? The following suggestions in this regard are put forward for the consideration of the State Governments :—

- (1) It should be a condition of recognition and grant-in-aid that every institution prepares a fairly long-term plan of its own development. Against the background of this plan, it should also be required to prepare a Five-Year-Plan (coinciding with the State Five-Year-Plans) and an annual plan indicating the activities proposed to be undertaken during the ensuing year.
- (2) These plans prepared by the institutions should form the basis of the periodical inspections. The object of these inspections should be to help the institution to prepare the best plans, it can, within its available resources and to guide it for their successful implementation. If this is done the present **ad hoc** character of inspection will mostly disappear.
- (3) Some broad guidelines for the preparation of such plans should be issued by the State Education Department. These will indicate, in the broad terms, the policies of the State Government included in its own plans which will have to be reflected suitably in the plans of the institutions. It should, however, be clearly understood that the guidelines issued by the State Government are recommendatory and not mandatory. It should be open to a school, for given reasons, not to take up a programme included in the guidelines, to modify the programmes given therein or even to take up new programmes not included in the guidelines.

(4) An even more important measure is to arrange suitable training in the programme for all inspecting officers of the State and for headmasters. This should essentially be a responsibility of the State Institute of Education.

(5) A long-term plan will be prepared by the institution to be covered in such a period of time which it deems convenient. The Five-Year-Plans, as stated earlier, should be made to coincide with the State's own plans. For preparing the annual plans it is necessary to provide some specific time in the school year; and it is, therefore, suggested that about a week*, in the beginning of each academic year and a week towards its end, should be reserved for the purpose. The following steps may be taken with advantage :—

(a) The school should open for teachers on the prescribed day but the students should be required to attend a week later. In other words, in the first week of the opening of the school, the teachers should be on duty without being required to take classes. This period can then be conveniently devoted in continuous meetings and discussions and for preparing a detailed annual plan of work of the school in all its aspects : co-curricular, curricular, class plans, subject plans and detailed plans for each programme the school proposes to undertake.

(b) Similarly, at the end of the year there should be a week when teachers are on duty but the students have been let off. This week should be utilised for a careful evaluation of the implementation of the annual plans.

The implication of the proposal is that the holidays for students will be about two weeks longer than for the teachers. This may appear as a loss of teaching time. But the gain in terms of quality of work will compensate it in full or even more.

(6) Reports of the annual plan prepared in the beginning of the year should be available to the inspecting officer within a short time thereof. The same should be done about the evaluation carried out

* This is indicative. The precise time could be even less and adjusted to the needs of the institution.

at the end of the year. It should be an important part of the school inspection to discuss these plans and their evaluation with the school staff and authorities (and where necessary, even with students).

(7) An important point to be emphasised in institutional plans is successful implementation. A common tendency is to make ambitious plans which sound good on paper and then to implement them indifferently. This trend is also encouraged because the inspecting officers often compel schools to undertake a number of programmes. Thus begins ineffective implementation, inefficiency and slipshod work which undermine the utility of this programme which is essentially qualitative. To avoid these weaknesses, it should be clearly laid down that 'not low aim but failure is a crime'. It should be left open to the schools to make small plans, if they so desire and no attempt should be made to force ambitious plans on them. It should, however, be insisted that, whatever the plan, it should be implemented with the best efficiency possible. Even if the beginning is humble, the institution may, in the light of the experience gained and as a result of the self-confidence which inevitably comes from successful implementation, take up more ambitious plans in future. A little patience shown to wait for such a development will yield rich dividends.

(8) In preparing the institutional plans, a clear emphasis should be laid on adopting the democratic procedure and on involving all the agencies concerned. It is true that this is basically a responsibility of the Headmaster or the Principal, but the Managing Committees of the institutions will naturally have an important role to play. The Headmaster must involve the teachers intimately. The local community will also have to be involved in many programmes. In some programmes, even students will have to be involved. This becomes all the more important as one goes up the educational ladder. It should be clearly understood therefore that the institutional plan is a sum total of collaboration of all these agencies involved.

Several steps will have to be taken if this basic idea of institutional plans is to be successfully developed. Some of the more important of these are the following :

(1) The State Education Departments should be oriented to a new mode of thinking. Their present insistence on rigidity and uniformity should be abandoned in favour of an elastic and dynamic approach. They should also encourage initiative, creativity, freedom and experimentation on the part of institutions and teachers. It should be their responsibility to identify good schools and to give them greater support and large freedom to enable them to become better, while, at the same time, providing the necessary guidance and direction to the weaker institutions with a view to enabling them to be good.

(2) Although the institutional plans have to emphasise human effort rather than additional investment in physical and monetary terms, it is also necessary to emphasise that the State Governments should strive to make more and more resources available to individual institutions through liberalisation of grants. Side by side, it is equally essential that every institution should strive to raise its own resources for its development. From this point of view, the following three steps will have to be taken :

(a) An Education Fund to be maintained in each educational institution, on the broad lines recommended by the Education Commission, assumes importance. The Commission has said that this fund should consist of (a) amounts placed at the disposal of the institutions by the local authorities; (b) donations and contributions voluntarily made by the parents and the local community, (c) a betterment fund levied in institutions, other than primary schools, from students; and (d) grant-in-aid given, on a basis of equalisation, by the State Government.

(b) The system of grant-in-aid should be reformed to encourage excellence. The grant-in-aid to educational institutions should be divided into two parts. The first is the ordinary maintenance grant given on some egalitarian principles which will ensure the payment of teachers' salaries and a certain minimum expenditure for other

items, But there should also be a special 'Development Grant' given to institutions on the basis of their performances. This will promote a competition for excellence among the different educational institutions and lay the foundation of a movement which, in the course of time, would succeed in raising standards all round.

(c) A deliberate policy to encourage the pursuit of excellence should be adopted. At the school stage, good schools should be allowed to develop into 'experimental schools' and freed from the shackles of external examinations. A similar step should be taken at the university stage by the development of 'autonomous colleges' or a more liberal exercise of the authority vested in the Government of India to declare institutions as 'deemed universities'. Encouragement and assistance should be given to outstanding departments of universities to grow into Centres of Advanced Study and in some universities at least, clusters of Centres of Advanced Study should be built up in related disciplines to strengthen and support one another.

(3) The different educational institutions should help each other in developing this new concept of institutional plans. From this point of view, the programme of 'school complexes' recommended by the Education Commission, deserves consideration. Under this programme, each secondary school will work in close collaboration with the primary schools in its neighbourhood and help them through guidance services and sharing of facilities to improve themselves. The same process can be repeated at a higher level between colleges and universities on the one hand and the secondary schools in their neighbourhood on the other. At present, the teachers at different stages of education are engaged in a dialogue of mutual recrimination and passing the buck. For instance, the universities blame the secondary schools for sending up weak students and the secondary schools pass on the blame to primary schools. The programme of school complexes recommended by the Education Commission will put an end to all this and bring the different stages of education together in a programme of mutual service and support.

II. SCHOOL COMPLEXES : The leadership in the preparation and implementation of the institutional plans will again have to be provided by teachers themselves.

(1) PRIMARY SCHOOLS : A very difficult problem is the preparation of plans of primary schools - especially single - teacher schools. The first step to this end will be to train primary teachers and headmasters in this task. This itself is a formidable task, in view of the number involved. But this will not be enough and it will be necessary to provide them with continuous guidance and assistance. For this purpose, it is necessary to adopt the scheme of school complexes recommended by the Education Commission. Each school-complex will include a high/higher secondary school as its centre and all the primary schools within an area of three to five miles of the central secondary schools. All these institutions should be treated as a unit for purposes of educational planning and development and an attempt should be made to regard it as a 'living cell' in education. It will generally be a small and a manageable group of teachers which can function in a face-to-face relationship within easily accessible distance ; and it will also have the essential talent needed because there would be about half a dozen trained graduates within it. This group of teachers can easily help each other and ensure that the primary schools included within the group will prepare and implement satisfactorily plans of their own.

(2) SECONDARY SCHOOLS : The guidance to the secondary schools in preparing and implementing institutional plans of their own will be provided partly by the secondary teachers themselves and partly by the college and university teachers. It is desirable that there should be a secondary school headmasters' forum in each district; and it should be a responsibility of this forum, working through its members, to give guidance to the secondary schools to prepare and implement their plans. Similarly, we may also create a school-complex at a higher level by linking a college or university department with a number of high/higher secondary schools within its neighbourhood. The teachers of the college or the university department concerned can then work with the teachers of the

secondary schools in their area and guide them in the preparation and implementation of their plans.

(3) PANEL INSPECTIONS : Yet another method under which teachers can provide guidance in preparation and implementation of the plans of primary and secondary schools is to adopt the system of 'panel inspections' recommended by the Education Commission. At present all inspections of primary and secondary schools are carried out by departmental officers on an annual basis. While this should continue, the Commission has recommended that we should supplement it with a system of panel inspections of primary and secondary schools to be carried out every three to five years. Each panel will consist of a group of selected teachers or headmasters (including the headmaster of the school to be inspected) and may have a departmental officer as its secretary. The panel should spend a longish time in each institution so that it is able to evaluate its work and give proper guidance. The principal advantage of this system of panel inspection is that it will make the experience and expertise of senior and competent teachers available to all others.

(4) COLLEGES : The colleges will be in a position, without much difficulty to prepare and implement their plans. The guidance needed by them should be given by the universities.

(5) UNIVERSITIES : The universities should prepare and implement plans of their own and for this purpose they should set up Academic Planning Boards on the lines recommended by the Education Commission. These should consist of representatives of the universities, along with some persons from other universities and a few distinguished and experienced persons in public life. The Boards should be responsible for advising the university on its long-term plans and for generating new ideas and new programmes and for periodic evaluation of the work of the universities.

III. DISTRICT, STATE AND NATIONAL PLANS : In the preparation and implementation of the institutional plans, as will be seen from the preceding discussion, the leadership will mainly vest in the teachers themselves, and other authorities will play an assisting role. In preparing and implement-

ing plans at the district, state and national levels, however, the appropriate authorities will have to take the lead. For instance, the Zila Parishads or the District School Boards recommended by the Education Commission will be responsible for preparation and implementation of district educational plans. Similarly, the state plans in education will be prepared and implemented by the State Governments and the State Education Departments while the National plans will be a responsibility of the Government of India and the Ministry of Education. But it is necessary to take adequate steps to ensure that the teachers are effectively associated in the preparation and implementation of education plans at these levels also. From this point of view, the following suggestions are put forward:—

(1) The authorities responsible for preparation and implementation of District Development Plans in education should constitute Advisory District Councils of Teachers on which all organisations of teachers functioning within the District will be represented. These Councils should be consulted on all matters relating to planning and development of education.

(2) Similarly, at the State level, the State Government should constitute Joint Teachers' Councils consisting of the representatives of all the different organisations of teachers working in the State. These should be consulted on all matters relating to the salaries, conditions of work and service of teachers as well as on all matters relating to the planning and development of education.

(3) The Ministry of Education, in its turn, should constitute a National Council of Teachers consisting of representatives of all teachers' organisations functioning at the national level. Its functions should be similar to those of the Joint Teachers' Councils established at the State level and they should be effectively involved in preparation and implementation of educational plans.

A UNITED TEACHING COMMUNITY

If the system of institutional planning is adopted as the foundation of the planning process and if the institutional machinery for consultation with teachers in planning and development of education is created at the District, State and National levels on the lines indicated in the preceding section, the teaching community as a whole will be effectively involved in the preparation and implementation of educational plans. These proposals have been based essentially on the recommendations made by the Education Commission; and it is hoped that these will soon be accepted by all the concerned authorities.

The next important question which arises in this regard is whether the teaching community is at present in a position to assume this new responsibility. I have no doubts on this point. But I feel that the competence of the teaching community to assume this responsibility is considerably reduced by divisions within its ranks. The university teachers stand apart as a class by themselves. The Headmasters of secondary schools form another group and the teachers of secondary schools also have separate organisations of their own. The primary teachers is again a separate group. There is at present very little intercommunication between these different groups and there are very few opportunities wherein they can work together for common ends and build up closer links between themselves. What is needed therefore is a programme or programmes which will help the teaching community to close up its ranks and to become a united teaching profession. This will immensely increase its authority and capacity to assist in the preparation and implementation of educational plans. In fact, if I were asked to name the most important single task to which the Indian teachers should address themselves at this stage, I will say, with a slight variation of the Marxist manifesto; "Teachers of all categories ! Unite !!"

How can we create a unified teaching community in India? This will essentially need two main programmes :

(1) CHANGING OF ATTITUDES : The first is to bring about a change in attitudes which are often coloured by the relics of the old colonial tradition or by the caste system as reflected in education. The university teachers often behave as a superior class, the Brahmins of the profession, as it were. Even between them, they are further divided into different groups or sub-castes such as university teachers, college teachers, teachers in Government colleges (who are themselves divided into groups like Class I, Class II, or non-gazetted), etc. The secondary teachers form a middle group, the Kshatriyas or Vaishyas of the profession. They generally regard themselves as superior to and keep themselves aloof from the primary teachers, while the college teachers towards whose status they aspire keep them at the similar respectable distance. The primary teachers, who are the largest group, form the Sudras of the system and are often treated as such in all respects. It is obvious that in the India of tomorrow which aspires to create a new social order based on justice, liberty, equality and the dignity of the individual, there is no place for such traditional and obsolete attitudes. All teachers belong to one community and are essentially equal and this feeling of brotherhood will have to be deliberately cultivated by all.

(2) INSTITUTIONAL SET-UP : Changes in attitudes are difficult to be brought about or maintained over a period of time unless they are supported by the appropriate institutional structures. If teachers of all categories are to cultivate a feeling of brotherhood, opportunities will have to be provided to them, through institutional structures of the proper type, to work with one another in common tasks and thereby to come to know and respect each other. In this context, it is interesting to note that the same structural organisation which has been recommended above for creating a broad-based system of educational planning will also achieve the result of unifying the teaching profession. For instance, the system of school complexes will provide opportunities for secondary school teachers to work with primary school teachers and for university and college teachers to work with secondary

school teachers. Similarly, the establishment of District Teachers' Councils, Joint Teachers' Councils at the State level, or the National Teachers' Council at the all-India level, on which organisations of teachers' of all categories will be represented, will be another important means of enabling teachers of all categories to work together for common ends. The same objective can also be attained by establishing subject teachers' associations. These will no doubt stimulate initiative and experimentation and assist in the revision and upgrading of curricula through the provision of better teaching materials and the use of improved techniques of teaching and evaluation. But they will also have the additional advantage of bringing together, on a common platform, teachers of all stages from pre-primary to the post-graduate. Such associations should be formed at the district, state and national levels.

The Education Commission has recommended that universities should be involved intensively in programmes of improving school education through research, improvement of curricula, discovery of new methods of teaching and evaluation, training of teachers, discovery and development of talent and preparation of textbooks and other teaching and learning materials. This programme will provide opportunities to university teachers to work in close collaboration with teachers at all other levels.

DEVELOPING ADEQUATE COMPETENCE FOR FORMULATION AND IMPLEMENTATION OF EDUCATIONAL PLANS

While this unity of the teaching profession is a valuable strength which the teachers should cultivate to enable them to provide leadership in educational planning and development, it is not enough to meet the challenge of the situation. The teachers will also have to cultivate two other values or skills, interest and competence in educational planning, if they are to discharge their responsibilities effectively.

(1) INTEREST : It is unfortunate that teachers have so far neglected this important subject and not much interest has been evinced by the teachers' organisations so far in the three Five Year Plans and in the three Annual plans. They have not even criticised them either in depth or in a comprehensive manner. What is expected of them, however, is not mere criticism but even the formulation of an alternative plan which the public can compare with the official plan and judge for itself. It is obvious that this apathy will have to be abandoned, the sooner the better.

(2) COMPETENCE : The teachers, either individually or through their organisations, will also have to develop the necessary competence in educational planning. It is true that this competence will grow as the decentralized programme described in the preceding section is evolved and teachers are actually involved intensively in the formulation and implementation of educational plans. But some formal and institutional attempts to the same end are also needed. For instance, the subject of educational planning and problems of Indian education should find a place in the curricula of all training institutions at all levels. The teacher educators should be properly prepared for developing these programmes in their institutions and the necessary literature on the subject should be prepared in all the modern Indian languages. There should be at least a few centres where advanced level courses in educational planning will be provided at the post-graduate stage; moreover, the teachers' organisations should set up working groups to study the subject and to educate the teaching community on all its aspects. As in western countries the teachers' organisations should conduct research and bring out publications and journals on educational planning and such efforts should receive encouragement and assistance from the State.

SUMMING UP

The main thesis that I have tried to put forward in this address is that it is necessary to involve teachers effectively in the formulation and implementation of educational plans if we have to achieve better success in educational development than what has been possible in the last eighteen years and especially if the programmes of qualitative improvement of education are to be increasingly emphasised. I further stated that, in order to involve teachers in these programmes, it is necessary to adopt a decentralised and broad-based planning process which would include planning at the institutional, district, state and national levels, and to create appropriate teachers' organisations at the district, state and national levels for consultation on all matters of educational development. Even at the risk of violating the balance of space devoted to different aspects of the problem, I have discussed institutional planning in great detail, partly because of its intrinsic significance, but mainly because it is at this level that the involvement of teachers in the planning process is most intimate and effective. I further emphasise that the capacity of the teachers to assume these responsibilities in the formulation and implementation of educational plans will be considerably increased if the teachers close up their ranks and become a unified community, if they take deeper and more sustained interest in problems of educational development and if they also strive to develop the expertise needed for the purpose.

I will now close on a note of appeal. The participation of teachers in the formulation and implementation of educational plans can yield rich dividends, especially in programmes of qualitative improvement. Several of these Programmes such [as improvement of text-books, adoption of better methods of teaching and evaluation, intensive utilisation of available facilities, maintaining contact with community, individual guidance to students, inculcation of social

and moral values, etc. do not need much investment in physical or monetary terms. But their success depends essentially upon the competence of the teachers, their sense of dedication and their identification with the interests of the students committed to their care. But unless we make every effort to cultivate these skills and values, we shall not be able to participate effectively in educational planning and to discharge our responsibilities to education and society. As Dr. D.R. Gadgil observed : †

Qualitative improvement in education, whether we look upon it as a matter of better text-books, improved teaching methods, or examination reform, depends to some extent on additional resources properly employed, but to a larger extent on the ability and sincerity of teachers. Even where the teacher-student ratio, for example, may not be unfavourable, without special effort on the part of teachers, teaching methods cannot improve or the student enthused or self-disciplined. Experiments such as with internal assessment by institutions for even part of the examination have everywhere emphasised the same aspects and brought out the same deficiencies. It is not so much the resources as objectivity and a certain professional rectitude on the part of teachers and heads of institutions that seem to be required most in this behalf. Whereas, therefore, I would emphasise the need to attain a proper teacher-student ratio and to maintain minimum standards of accommodation and equipment, I would like to emphasise at least equally the importance of general acceptance of certain academic values and professional standards by the body of teachers at all stages of education—elementary, secondary and collegiate.

†From the Address to the Conference of Education Secretaries of States and Union Territories, held at New Delhi on March 18-20, 68.